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ABSTRACT

The aims of this document are: (1) to enable school and college administrators to brief their architects on appropriate provision of lighting, and (2) to enable lighting designers to check that the criteria they apply are consistent with good current practice. The scope is restricted to learning and study activities and associated circulation. Reference should be made to the current "IESNA Lighting Handbook" and to the latest versions of other "Recommended Practices" for guidance on lighting spaces in school and college campuses that provide for supplemental activities, such as administration areas, sports facilities, and residential accommodations. This document addresses all levels of education from preschool to continuing professional development; while the principles of applying lighting for visual tasks do not change, the priorities to be applied by the lighting designer can vary widely according to the users. The document's sections address: (1) the role of lighting in educational facilities (support of instructional media, lighting for visual tasks, ambience, meeting the needs of the physically challenged, and lighting for safety); (2) instructional spaces and associated areas (general-purpose classrooms, specialized classrooms, resource study areas, seminar rooms, large teaching spaces, and circulation); (3) lighting design considerations (the learning environment, psychological aspects, lighting quality issues, lighting maintenance, energy management, cost considerations, and government codes); (4) the lighting system (general, the luminaire, daylighting, lighting controls, and emergency lighting); (5) life cycle cost benefit analysis (life cycle cost benefit analysis concept, equivalent annual cost method, and total present value method); and (6) measurement of lighting performance. (Contains 37 references.) (EV)

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